Purpose of Orientation

The **first** purpose of this student handbook orientation is to make Baltimore County Public Schools’ students aware of their **responsibilities** as they relate to:

- Attending school
- Respecting others
- Expressing themselves
- Dressing appropriately
- Using technology

The **second** purpose of this student handbook orientation is to make students aware of their **rights** in certain areas:

- Privacy of records
- Patriotic and religious exercises, free speech, and expression
- Student governance, extra-curricular activities, interscholastic athletics
- Personal property
- Non-discrimination
- Safe learning environment
- Appealing disciplinary decisions
Baltimore County Public Schools students shall:

• Attend school daily unless there is a lawful purpose for being absent.

• Engage in the learning process.

• Bring to school only those approved items and materials that are appropriate for their educational programs.

• Demonstrate positive behavior and language and respect the personal, civil, and property rights of others.

• Accept responsibility for their actions and education while abiding by established Board policies, superintendent’s rules, and procedures.
Code of Conduct

Standards for Code of Conduct

A. The Code of Student Conduct shall be in effect at all times when students are on school property or participating in school-sponsored activities and while being transported to and from school or school-sponsored activities and events.

B. A student who violates the Code of Student Conduct may be subject to disciplinary action in accordance with Board Policy 5550, Disruptive Behavior.

C. Each school shall develop and implement an integrated program of character education, social-skill development, behavior management, and relationship building to respond effectively to behaviors that inhibit a student from learning or unduly hinder others from learning. In each instance where employees act to help a student behave appropriately, emphasis shall be placed upon helping the student learn self-discipline and rules.
When I have a concern about grades, behavior, or how I am feeling, I can prevent the issue from becoming a real problem by seeking assistance from the following trusted individuals:

<table>
<thead>
<tr>
<th>Resource Personnel</th>
<th>Academic Concern</th>
<th>Behavioral Concern</th>
<th>Social-Emotional Concern</th>
<th>Health Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
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<td>School Counselor:</td>
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<tr>
<td>Administrator:</td>
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<td>Parent/Guardian:</td>
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<tr>
<td>Coach:</td>
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<td>Mentor:</td>
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<td>Class Advisor:</td>
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<tr>
<td>Best Friend/Peer:</td>
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</tbody>
</table>
Social-Emotional Learning

In order to be the very best that I can be, I need to develop skills in certain areas:

<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>Remember to:</th>
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</thead>
</table>
| **Feelings/Emotions** | - Be aware of your emotions and give yourself permission to feel the way that you do.  
- Allow yourself “wait time” before responding to a situation.  
- Express your emotions in an acceptable way.  
- Talk about your feelings with a trusted confidante.  
- Leave emotions out of it; stick to the facts when making your point. |
| **Setting Goals** | - Choose a goal that makes you a better person and work towards it.  
- Establish attainable milestones along the way towards meeting your goals.  
- Align your actions with your goals so that you are always making progress.  
- Remain focused on your goals despite surrounding influences and circumstances. |
| **Other People** | - Imagine yourself in someone else’s position and how you would feel.  
- Put someone else’s feelings ahead of your own and act in their best interest.  
- Treat others as you would want to be treated in a similar situation.  
- Console and encourage someone who is feeling down.  
- Pay it forward; practice random acts of kindness. |
| **Relationships** | - Be respectful of yourself and others.  
- Communicate calmly and clearly.  
- Listen to the ideas, opinions, and perspectives of others.  
- Consider that someone else may be right or have a better way of doing something.  
- Be honest and upfront about your feelings. |
| **Making Decisions** | - Follow the rules, the law, the code of conduct, and the advice of a trusted adult.  
- Educate yourself in the area of the decision you are trying to make.  
- List the pros and cons of each decision.  
- Consider the impact of your decision on yourself and on others.  
- Align your decisions with long-term and short-term positive goals. |
Disciplinary Action

Even with preventative measures in place for addressing behavior, students will sometimes engage in behaviors that violate the school system’s code of conduct.

When such behaviors are exhibited, students will be subject to disciplinary action.

Administrators have discretion in applying logical consequences in response to violations of the code of conduct.
Disruptive acts of misconduct that may result in a short-term or long-term suspension
More serious acts of misconduct that may result in a short-term, long-term, or suspension to the superintendent’s designee
We will continue to promote positive interactions and use of kind words towards ALL: students, teachers, cafeteria workers, school counselors, custodial staff, and one another.

If you are not willing the good of another, then
PROTECTIONS AGAINST CYBERBULLYING

Grace’s Law 2.0 was signed into law by Governor Larry Hogan on April 18, 2019, and will go into effect on October 1, 2019. By enacting Grace’s Law 2.0, we are the first state in the nation to have legislation that increases penalties for cyberbullying.

Grace’s Law 2.0 updates an earlier bill passed in 2013 by allowing victims and their parents to seek court orders to stop bullying after even a single post which intends to cause emotional or physical harm. Because of this expansion, victims no longer have to wait for several occasions of online abuse to report the incident to police, one message, and victims and their parent/guardian can act immediately.

The expanded law also increases penalties for cyber assaults on victims 18 and younger to up to three years and a $10,000 fine. The law targets online posts that intentionally intimidate or harass a minor and includes bullying, suicide baiting, and sextortion.

Questions regarding this information should be directed to the following individual(s):

April Lewis, Executive Director 443-809-4360
Category III

The **most serious** acts of misconduct that may result in a suspension to the superintendent’s designee with the recommendation that the student be assigned to an alternative program.
## Types of Suspensions

<table>
<thead>
<tr>
<th>Type of Suspension</th>
<th>Length in Days</th>
<th>Person Authorized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term suspension</td>
<td>1-3 days</td>
<td>Principal</td>
</tr>
<tr>
<td>Long-term suspension</td>
<td>4-10 days</td>
<td>Principal</td>
</tr>
<tr>
<td>Extended suspension</td>
<td>11-44 days</td>
<td>Superintendent/Desigee</td>
</tr>
<tr>
<td>Expulsion</td>
<td>45 or more days</td>
<td>Superintendent/Desigee</td>
</tr>
</tbody>
</table>
Procedural Due Process Rights

When suspended, students should receive:

1. Notification of suspension (verbal or written)
2. Explanation of the evidence supporting the charges
3. Opportunity to respond to charges
Suspension to Superintendent/Desigee

When suspended to Superintendent/Desigee, students should:

1. Receive date and time of a disciplinary hearing
2. Have a hearing within 10 school days
3. Present witnesses in own defense
4. Have an attorney present if desired
5. Appeal decision of Superintendent/Desigee if rights were violated
6. Ask for mitigation if a change in consequence is desired
Restorative practices refers to a defined set of behaviors used by students, staff, and administrators in an effort to establish, maintain, and rebuild relationships. Establishing positive relationships begins with the teacher creating a sense of community within the classroom.

- Community Circles
- Justice Circles
- Restorative Circles
- Virtues Language
- Peer Mediation

Be sure to read all sections of the student handbook!
Notification of BCPS Stance on:

- Protection of Pupil Rights Amendment
- Confidentiality
- Directory Information
- Privacy Options
- Military Recruiters/Colleges’ Access to Information
- Student Intellectual Property
- Right to Inspect and Review Records

- Request to Amend Records
- Right to File a Complaint
- Videotaping in school/on the bus
- Visitor Identification System
- One-Card Identification System
- Meal Charging
- School Health Services

Be sure to read all sections of the student handbook!
BCPS Policies on:

- Visitors
- Access to Building
- Bullying, Cyberbullying, Harassment, Intimidation
- Gangs, Gang Activity, Illegal Group Behavior
- Use of Tobacco

- Medications: Prescription and Non-Prescription
- Alcoholic Beverages
- Voluntary Admission of Drug Use
- Required Counseling and Education
- Reporting Child Abuse and Neglect

Be sure to read all sections of the student handbook!
### Student Handbook Acknowledgement Page

**Student's Last Name:**

**Student's First Name:**

**School:**

**Grade:**

**Homeroom Teacher:**

The success of our school system is dependent upon our stakeholder groups being informed at all levels and working collaboratively to achieve shared goals. Students represent our most significant stakeholder group. As such, keeping students informed about policies, rules, procedures, and expectations is the main purpose of this student handbook.

To keep students, parents, and other stakeholder groups informed about behavioral expectations for students within Baltimore County Public Schools, this handbook has outlined important information related to:

- Prevention
- Logical Consequences
- Restoration

I have received a copy of the Baltimore County Public Schools student handbook. The handbook was explained, and I was given an opportunity to ask questions about the code of student conduct, the disciplinary process, the scope of authority, and my responsibilities and rights. I was informed that I may meet individually with my assistant principal to discuss the handbook in more detail. With my signature, I am indicating my full understanding of the policies and procedures outlined in the student handbook as they relate to:

- The Baltimore County Public Schools code of conduct.
- The disciplinary process including Category I, II, and III offenses.
- The scope of authority of my administrators to intervene in issues affecting the school.
- My responsibilities and rights as a student of the Baltimore County Public Schools system.

**Student’s Signature:**

**Date:**

I have discussed the Student Handbook 2021-2022 with my child and we are aware of the student code of conduct, the disciplinary process, the system’s scope of authority, and the students’ responsibilities and rights.

**Parent’s Signature:**

**Date:**

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**Acknowledgement is also available electronically through BCPS One.**

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**Be sure to:**

- Review entire handbook
- Ask questions of your administrator
- Discuss components with parent/guardian
- Sign acknowledgement page
- Return signed page to school